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Entrance
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THE NEW YORK

LATIN LEAFLET

Entered at the Post Office in Brooklyn as second-class matter, October 29, 1900

25 Issues

Every Penny of
Every Subscription
goes into the
Scholarship Fund

VOL. II

BROOKLYN, NEW YORK, DECEMBER 16, 1901

No. 34

TRUSTEES OF THE SCHOLARSHIP FUND
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IMPORTANT NOTICE

The Fourth Meeting of The Latin Club

Send Your Postal Card at Once

The fourth regular meeting of The New York Latin Club is called for Saturday, December 21, at 12 M., in the Hotel Albert, corner of University Place and Eleventh Street, New York. Professor Wm G Hale, the head of the Latin Department of Chicago University, will address the Club on some matters of the liveliest interest to Latin teachers. All persons who are interested, whether teachers of Latin or not, are cordially invited to be present. The plan is to serve luncheon (50 cents a plate for members, 75 cents for guests) at 12 M. promptly, so that there shall be no delay. Tickets for the luncheon can be secured from the Secretary on application or from any member of the Editorial Committee. The address will follow the luncheon, and adjournment will occur about 2 P. M., *thus leaving the afternoon still unbroken for those who attend.* Please send a postal card at once to the Secretary, Mr A L Hodges, 36 East Twelfth Street, New York, if you intend to be present, so that we may inform Mr Frenkel, the proprietor of the hotel, how many to expect. *Please attend to this at once.* Ladies are especially invited.

The above is the only sort of invitation that is issued. Special invitations are not sent out, as we desire the growth of The Latin Club to be natural and not forced.

Out-of-town teachers may find it convenient to be in the city on the day announced.

Information as to the conditions of membership in The Latin Club can be had at this meeting, or by referring to Nos. 3 and 10 of THE LATIN LEAFLET, or by addressing the Secretary.

H F TOWLE, *President*
A L HODGES, *Secretary*

The Study of Latin, an Historical Study

In Three Parts: Part III

With the second year we approach the most difficult problem, viz., Caesar's *Bellum Gallicum*. This is unsatisfactory, firstly because only part of it can be read, a fact violating the pedagogical principle that only wholes shall be presented. But the question before us is how can we make the study of Caesar fruitful for historical information. Now, of course, the "Commentaries" contain so much antiquarian detail, regarding the Roman army, and the manners and customs of the nations subdued, that it seems there can be no lack of material to make the pupil realize that he is dealing

with men of flesh and blood. But he would mistake my idea of the historical value of Latin who would think it my aim, to make the pupil feel life in the "*Bellum Gallicum*". That is an incidental, though indispensable, requirement of all teaching, regardless of the author. But what is it that constitutes the value of the "Commentaries" to the grown man? One thing is the personal side of the narrative. Written as a political pamphlet, just before the outbreak of the civil war, in order to impress the Roman nation with the greatness and the patriotic merits of the "democratic leader", its calm, matter-of-fact way which never betrays this character of the book to the uninitiated, forms perhaps the key to a proper understanding of the calm, dispassionate nature of the great general and politician whose vise-like grip was soon to throttle the republic. And this once recognized, every feature of the book contributes some stroke of the brush to the picture of the party-leader; a picture that conveys a constant warning to the modern citizen. Apart from this personal side, the Gallic War gives us an inestimable description of the state of civilization in N. W. Europe, the present centre of the world's life, in an almost prehistoric time, and together with the survey of the subsequent Romanizing of Gaul and England makes us pause to consider the consequences of a collision between two civilizations of different grade.

All this the "Commentaries" tell to the mature reader. But is it possible to make the boy pupil of 15 or 16 years feel this? For feel it he must; wenn ihrs nicht fühlt, ihr werdet's nicht erjagen, to speak with Goethe; for no enthusiasm on the teacher's side, no repetition, and no hammering in can ever do more in this respect than make a parrot of a boy. The inference to be drawn is plain; but, let every teacher here struggle with the unattainable as best he can; the parable of the sower will be found true here also.

Sailing becomes much smoother when we reach the Cicero of the third year. The main point during these two terms is to arrange the material so that the young men shall clearly perceive the author's position, as the unfortunate victim of a period of transition. Gifted

with a real love for his republican institutions, yet easily led away by his warm personal preferences, Cicero, in the time of his need, found himself deserted by every one. And as for the period to which he belongs, and which certainly forms the Mene Tekel for all republics of all ages, the great stumbling block of the teacher is not that he gives too little, but that he gives too much. I think, Cicero should be used for two objects: firstly, to show the causes which have led to the establishment of the monarchy upon the ruins of the republic; secondly, to show that decay inevitably overtakes all human institutions, if they are not constantly repaired and renewed. The first point necessitates a brief review of the orations usually read, viz.: the four speeches against Catiline, the speech on the commission of Pompey, the defense of Archias, the thanksgiving on behalf of Marcellus, and, in theory at least, some letters are also to be read. Of these pieces the "Archias" has admittedly only a literary value. From our point of view the speech for Roscius of Ameria might well be substituted, because it shows the beginning of lawlessness as far back as Sulla. Whether it is necessary to read the four "Catilinae", whether the 1st and the 4th could not be selected, and more room be given to an anthology of letters of political importance depends mainly upon the consideration whether the colleges will change their entrance requirements and whether our teachers are physically able to spend the necessary time in preparation of the work. It seems to me, though, that the order of these orations should be changed. The "Manilia" should come first; not only is it stylistically easy, but it has the advantage of showing at once the background upon which Catiline's conspiracy finds its proper relief. After it the "Catilinae". After these, hearkening back to Sulla, the "Amerinus". Lastly the "Marcellus", thus giving a systematized view of the whole important period. Supplementary to the "Marcellus", the letters should be read, as revealing the undercurrent of personal feelings by which Cicero was racked and torn in this melancholy age.

The second point demands the nicest attention on the part of the teacher, because a great deal of the information to be gained here will have to be given by him. But at the same time, this year will form a valuable review of Roman institutional history, if indeed institutional history has been taught at all during the first year.

The last year is given to Vergil's *Æneid*. I can confine myself here to a restatement

of Mr Bennett's view. For him the poem assumes the aspect of a triumphal hymn to the qualities of Roman civic virtues as embodied in Aeneas, to the destiny of the Roman people, as revealed in their world-wide empire, and to the peace-mission of Augustus; all of which points can be turned into important application to modern national relations.

I must hasten to the end. The question naturally arises whether all these demands are not by far too high and cannot be realized? I do not think so, provided two conditions can be fulfilled. Firstly, a closer harmony must be established between college and school, so that the school shall not be rushed and crowded by an eternal turning of the entrance-requirement screw. Even now too much is demanded, it seems to me, "multa, non multum." Difficult examination-papers and lax marking lead to slipshod preparatory teaching. For when one simply must cover so many pages or lines, regardless of the thoroughness of the work, then the work will be rushed to satisfy the quantitative requirements without regard to the quality. In this direction the Harvard requirements in Greek seem to deserve an imitation in the field of Latin.

Secondly,—but this is a rather delicate point to discuss,—I feel it, and I presume most teachers feel it with me, that we have not knowledge enough to teach in this ideal manner, and that the pressure of routine-work forbids us, for the present at least, to gain this knowledge, that is to keep abreast with the original research in our branch of study. It seems impossible that the teacher should find time and strength to do independent work. Yet unless he do so, he is not the teacher to fulfill my requirements. I subscribe heartily to every word which Professor Sihler has said upon this point before the February meeting of The Latin Club. If he has been charged with being influenced by his foreign training, and if the same might be urged against myself, Professor Bennett comes to our help. He expresses the hope that soon every teacher of Classics in an High School may be able to contribute his mite towards the progress of knowledge, and declares that all talk of the teacher's personality remains mere talk if the teacher have an insufficient knowledge. To close with a Roman's view:

Qui studet optatam cursu contingere metam
Multa tulit fecitque puer, sudavit et alsit.

ERNST RIESS

DeWitt Clinton High School, New York

As THE LEAFLET is not issued during any week interrupted by a holiday, the next issue will appear Jan 6, 1902.